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ABSTRACT

The California city of Rancho Cucamonga has been given the task of developing a 4-square-mile area into a productive venture. There is already freeway access and a cargo railroad line, but sewer lines and various other services must be added. This lesson plan stipulates that student teams, each representing a specific interest in the business community, present plans that will benefit the community with the least amount of danger. Students are provided with background information, detailed instructions, and online resources. The teacher's notes describe the unit, explain the application of history/social science standards, and provide an evaluation rubric. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Land Use Competition

12th Grade Lesson by Michael Arenas

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http://score.rims.k12.ca.us/activity/land_competition/

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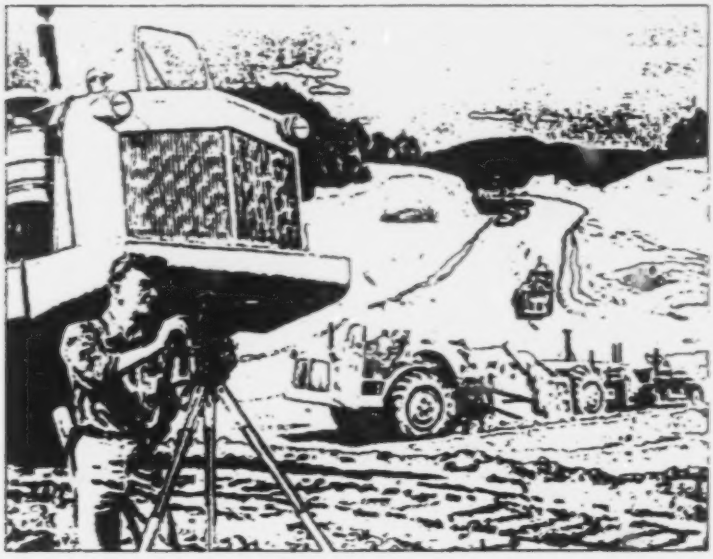
Land Use Competition



The city of Rancho Cucamonga has been given the task of developing a 4 square mile area into a productive venture. The area in question is located between Rochester and the 15 freeway, bordered on the south by Highland. There is freeway access and an active railroad line (cargo only). Sewer lines and various other services must be added. Your plan should be able to cover the cost of these additions, and you must convince the community and the planning commission why you represent the best use for the area. A lender must be found that will allow you maximum flexibility and sufficient finds. Your time frame to submit a plan is 10 days.

The Task **The Process** **Presentation** **Evaluation**
Conclusion **Teacher Notes** **Resources** **Evaluation Rubric**

THE TASK

You will be representing a specific interest in the business community. You are being asked to present a plan that will benefit the community and will present the least amount of danger to the community. You must understand that you represent a special interest and, as such, you must convince the city fathers that your venture is in the best interest of the community as a whole.

You must:

A. Present an overall schematic of the physical appearance of your submitted project.

B. You must show the impact of your project, positive and negative, on the following:

Short Term

a) environmental

b) fiscal impact to the city budget

c) other expenses to community groups

d) employment/jobs

e) traffic (auto and foot)

Long term

a) all of the above plus:

I) Expansion
II) Public transportation
III) Housing

THE PROCESS

You are a member of one of these land use groups: industry, recreation, business, or housing. Each is defined below:

1. Industry: Any type of industry that involves production, employment, resource use, disposal, sale, distribution, profit, possible unionization, competition, and investment.

2. Recreation: Must include indoor facilities, outdoor facilities, drainage, sanitation, maintenance, employment, and means of financial support.

3. Business: This could be a shopping center which would include commercial enterprise, entertainment, restaurants, small scale recreation facilities, and security. Must consider parking, sanitation, disposal, traffic control, delivery, lighting, and pest control.

4. Housing: A planned community which would include single family housing, apartments, park, sewers, proper drainage, security lighting, access to public utilities, and could include an educational facility, bridle path, bike path, walking trail, and restrictive zoning to avoid over building.

PRESENTATION

Each committee will present its venture to a neutral board. All proposals will have the following:

1. Any number of visual aids such as overheads, charts, diagrams, or models

2. Notes supporting the proposed project.

3. Notes on the negative side of the project and how you plan to attack them.

4. A spokesperson for the group.

5. Handouts.

The committee will present material based on topics listed on the Task page.

EVALUATION

Each "team" will be evaluated on content, organization, full group participation, amount of research, and use of technology evaluation rubric which is attached.

CONCLUSION

The basic conclusion will be made by the neutral board based on the project seen as the most beneficial to its community. Your credit will be based on the content of the presentation rather than whether or not your project is selected.

Evaluation Rubric

Group Name_____

Students' Names_____

_____

_____

Visual aide_____

_____

_____

_____

_____

Scoring
1-6
1 being poor, 6 being excellent

	1	2	3	4	5	6
Organization						
General presentation						
Following basic guidelines						
Charts						
Overheads						
Model						
Feasibility						
Overall						

Comments_____

_____

_____

_____

_____

RESOURCES

Community, trade and economic development
www.cted.wa.gov

Washington State Department of Licensing
www.wa.gov

Sprawl watch clearinghouse
www.sprawlwatch.org

The spatial analysis, urban planning and transport research group
www.cf.ac.uk

TEACHER NOTES

This project should take no more than 10 periods at school and five hours out of class to prepare.

Suggested Timeline:

Class Time: Use computer lab to research and to word process presentations, charts, and graphs. Non labtime can be used to brainstorm and fine tune presentation.

Out of Class Time: Library research, phone interviews and research methods may be used at this time.

Day 11-12

Each team will have a half class period its present their proposal. Teacher will supply each group with whatever is needed (within reason) for presentations.The neutral board made up of other teachers, comunity members or students from other classes will select the most effective project and present a decision.

History Social Standards Science: Grade 12

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning, in terms of:

1. the casual relationship between scarcity and the need for choices
2. opportunity cost and marginal benefit and marginal cost
4. the role of private property as an incentive in conserving and improving scarce resources

Principles of American Democracy

12.7 Students analyze and compare the powers and procedures of national, state, tribal, and local governments, in terms of:

1. how conflicts between levels of government and branches of government are resolved
2. the major responsibilities and sources of revenue for state and local governments
5. how public policy is formed, including the setting of the public agenda and how it

is carried out through regulations and executive orders

6. the process of lawmaking at each of the three levels of government, including the role of lobbying and the media